Indiana Transition Requirements Checklist Instructions
Federal Fiscal Year 2009 (School Year 2009-2010)

The purpose of the Indiana Transition Requirements checklist is to assess local educational agency (LEA) compliance with Indicator 13, established by The United States Department of Education Office of Special Education Programs. A copy of the checklist can be found on the Indiana Department of Education (IDOE) website at: www.doe.in.gov/exceptional/monitoring.

Indicator 13: *Percent of youth with IEPs aged 14 and above or in the 9th grade with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. [20 U.S.C. 1416(a)(3)(B)]*

Data for Indicator 13 is collected from each Local Educational Agency (LEA) in the state at a minimum of once every fiscal year by assessing a sample list of applicable students' Transition IEPs using the Indiana Transition Requirements Checklist. These instructions describe a process that must be completed to adequately prepare students with disabilities for post-secondary life.

The following questions have been developed to guide your determination about a Transition IEP's compliance. Questions 1-9 relate to specific components that must be included in a compliant Transition IEP. ('Y' = a "Yes" response, 'N' = a "No" response, 'N/A' = "Not Applicable")

1. Is there evidence that the student was invited to the Transition IEP Team meeting where transition services were discussed?
- Locate the documentation of individuals that were invited to the IEP Conference for that student. Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If 'Yes', circle 'Y'.

2. Are there measurable post-secondary goals in these areas?
Find the post-secondary goal(s) either in the Transition IEP or the student's file.
- If there are measurable post-secondary goals that address (a) *Education* or *Training*, (b) *Employment*, and as needed (c) *Independent Living*, circle 'Y' for each category.

- If there is a post-secondary goal that addresses (a) *Education* or *Training*, (b) *Employment*, and as needed (c) *Independent Living,* but they are not measurable, circle 'N' for a 'No' Response.
- If there is not a post-secondary goal that addresses *Independent Living* after high school, circle 'N/A'.

3. Is there evidence that the measurable post-secondary goals were based on an age-appropriate transition assessment?

Find where information relates to assessment and the transition component (either in the Transition IEP or the student's file).

- For each of the post-secondary goal areas selected as 'Y' for question #1, if there is age-appropriate transition assessment information, from one or more sources, provided on the student's needs that takes into account strengths, preferences, and interests regarding each post-secondary goal, circle 'Y'.
- For each of the post-secondary goal areas selected as 'Y' in question #1, if there is **no** age-appropriate transition assessment information provided on the student's needs that takes into account strengths, preferences, and interests regarding this post-secondary goal, circle 'N'.
- If a post-secondary goal area was addressed in question #1, but was **not** measurable and if there is age-appropriate transition assessment information, from one or more sources, provided on the student's needs that takes into account strengths, preferences, and interests regarding this post-secondary goal, circle 'Y'.
- If a post-secondary goal area was addressed in question #1, but was **not** measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs that takes into account strengths, preferences, and interests regarding this post-secondary goal, circle 'N'.

4. Are the post-secondary goals updated annually?

- Is there evidence that the post-secondary goals have been discussed and continue to be relevant? If there is evidence, circle 'Y'. If no evidence is found, circle 'N'.
- If this is the student's first IEP that addresses secondary transition services because they just turned 14 or entered the 9th grade, this is considered an update, so circle 'Y' in each column.

5. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?

Find the area of the Transition IEP that discusses, then documents, whether the student will pursue a high school diploma or certificate of completion.

- If the student will pursue a high school diploma, circle 'Y'.
- If the student will pursue a certificate of completion, circle 'Y'.
- If there is **no** evidence either option has been discussed, circle 'N'.

6. Is (are) there measureable annual Transition IEP goal(s) that will reasonably enable the student to meet the post-secondary goal(s)?

- For each of the post-secondary goal areas selected as 'Y' in question #1, if there is an annual goal or short-term objective documented in the Transition IEP that will help the student make progress towards the stated post-secondary goal, circle 'Y.
- For each of the post-secondary goal areas selected as 'Y' in question #1, if there is **no** annual goal or short-term objective documented in the Transition IEP that will help the student make progress towards the stated post-secondary goal, circle 'N'.
- If a post-secondary goal area was addressed in question #1, but was **not** measurable, and an annual goal is documented in the Transition IEP that will help the student make progress toward the stated post-secondary goal, circle 'Y'.
- If a post-secondary goal area was addressed in question #1, but was **not** measurable, and there is **no** annual goal documented in the Transition IEP that will help the student make progress toward the stated post-secondary goal, circle 'N'

7. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

Find where transition services/activities are listed on the Transition IEP.

- For each of the post-secondary goal areas selected as 'Y' in question #1, if there is (a) instruction, (b) related service(s), (c) community experience(s), (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the post-secondary goal, circle 'Y'.
- For each of the post-secondary goal areas selected as 'Y' in question #1, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the post-secondary goal, circle 'N'.
- If a post-secondary goal area was addressed in question number #1, but was **not** measurable and there is a type of transition service(s) listed in association with meeting that post-secondary goal, circle 'Y.
- If a post-secondary goal area was addressed in question #1, but was **not** measurable and there is **no** type of transition service listed in association with meeting that post-secondary goal, circle 'N'.

8. For transition services that are likely to be provided or paid for by other agencies with parent or student (once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?

Find where persons responsible and/or agencies are listed on the Transition IEP.

- Are there transition services listed on the Transition IEP that need to be provided or paid for by an outside agency? If yes, continue with next bulleted guiding question below. If no, circle "N/A".
- For each of the post-secondary goal areas selected as 'Y' in question #1, if **it is too early** to determine if this student will need outside agency involvement, circle 'N/A'.

- If parent (or student, when a student has reached the age of majority) consent was obtained to invite outside agency(ies), continue with the next bulleted guiding question below. If no, circle 'N/A'.
- For each of the post-secondary goal areas selected as 'Y' in question #1, that requires an outside agency to provide or pay for transition services, is there evidence in the Transition IEP that any of the following were invited to the Transition IEP meeting to discuss transition, *or otherwise involved in the discussion of transition services*: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? If yes, circle 'Y.
- For each of the post-secondary goal areas selected as 'Y' in question #1, that requires an outside agency to provide or pay for transition services, **but no** evidence in the Transition IEP that any of the following were invited to the Transition IEP meeting to discuss transition, *or otherwise involved in the discussion of transition services*: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal, circle 'N.
- If a post-secondary goal area was addressed in question #1, but was **not** measurable and there is evidence that parent/student consented agency(ies) were invited to the Transition IEP meeting to discuss transition, circle 'Y'.
- If a post-secondary goal area was addressed in question #1, but was **not** measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the Transition IEP meeting to discuss transition, circle 'N'.

9. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

Locate the course of study (instructional program of study) or list of courses in the student's Transition IEP.

- Does the course of study (or courses) listed align with the student's identified post-secondary goal(s)? If yes, circle 'Y'. If no, circle 'N'.
- Is the course of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-secondary goal(s)? If yes, circle 'Y'. If no, circle 'N'.

10. Assessing a compliant Transition IEP

If you were able to rate a student's Transition IEP/file and respond to questions 1-9 with a rating of "Yes" or "N/A" for each question, then the student has a compliant Transition IEP. If you responded with a "No" response to any of the questions 1-9 for any category (Employment, Education/Training, or Independent Living Skills), then the student's IEP is not compliant. The LEA must take immediate and appropriate actions to ensure that this student's transition IEP becomes compliant.